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BOOK NOTICES

Principles and Methods of Religious Education.

Under this general title two small volumes have been issued in a series edited by Professor Theodore G. Soares, of the University of Chicago. These first two books well embody the object of the series, viz., to present in scientific yet popular form the results of the studies and practice of those who have attained a measure of educational success in the teaching work of the church.

1. *The Sunday-School Building and Its Equipment.* By Herbert Francis Evans. Chicago: The University of Chicago Press, 1914. xv+116 pages. \$0.75. Traditional methods in church architecture have made the worshiping congregation of adults central in every plan. The changed point of view which emphasizes the educational function of the church is placing the child and its need for nurture in the forefront so that not only curriculum but brick and mortar are changing to adapt themselves to more intelligent service. In this book the religious-educational and social needs of the young people of the community are regarded as primary, and the special object is to enunciate principles and to exhibit concrete plans by which the Sunday-school building may best meet these needs. A brief survey of the architectural provision by the church for its school is given, starting with the early one-room type, through the "Akron plan" evolved fifty years ago, to the best modern examples where the needs of the individual class dominate, and where recognition is given to the needs of the various departments as regards worship and instruction. Especially illuminative is the way in which, along with the educational, the physical and social demands of child life are given recognition in plans for buildings so that community service may have its fitting place. The 116 pages are so packed full of definite and concrete suggestions under the thirteen chapter subjects considered that the book is more a manual or a handbook than a literary production. Forty-two plans show the most efficient Sunday-school building types of the present. A careful perusal of this book cannot fail to stimulate and enlighten anyone in a position to bring influence to bear upon the building or remodeling of a church school.

2. *Graded Social Service for the Sunday School.* By W. Norman Hutchins. Chicago: The University of Chicago Press, 1914. xii+135 pages. \$0.75. The main contributions of this volume will be found in the first and the last chapters. In the first is given a fresh treatment of the essential quality of social service. It is raised at once out of the realm of mere philanthropic endeavor. Its purpose in the Sunday school is "to socialize the young people, to develop their powers of sympathetic

imagination and friendly co-operation." The last chapter contains constructive and definite suggestions for a graded curriculum of social service in which the aim is to recognize the gradations in interest and capacity in young people of the Kindergarten, Primary, Junior, High-school, and Young People's Departments. This, along with the chapter presenting the complete social-service programs of six outstanding churches, will be found very fruitful in concrete suggestions. Various dangers are outlined arising from the failure to use a technique adequate to the task as well as the failure to recognize the essential nature of the work. One important chapter reveals the educational opportunity in money-giving, discusses current methods in Sunday-school benevolence, and presents the results of the analysis of the appeal in 125 missionary leaflets. The emphasis throughout is practical rather than theoretical, and the book should prove useful to busy Sunday-school officers and teachers who have the conviction that training in Christian service as well as training in Christian worship and religious instruction should be an integral part of Sunday-school work.

Christianity and Sin. By Robert Mackintosh.

New York: Scribner, 1914. Pp. vii+231.
\$0.75 net.

Dr. Mackintosh gives in the first part of his book a historical statement of the treatment of sin in Israel and in the Christian church. The doctrine of sin is the center of the message of John the Baptist just because he was an eschatological herald. In this, John was the legitimate successor of the prophets who had closely connected their teaching about the sin of Israel with their preaching of the day of Yahweh. Jesus lays more stress on the note of a present forgiveness: he approaches men with the dogma of impending judgment, but also with the faith of God's fatherhood, speaking to man as man, while John the Baptist and later Paul speak to sinners as such. The doctrine of Paul has worked with explosive power in Augustinianism, in the Protestant Reformation, in the Evangelical Revival, setting forth a vivid conception of God, a very real salvation with unsolved moral perplexities. In the second section of his book Dr. Mackintosh presents a constructive theory of the idea of sin in terms of the Christian conscience. Catholic theology can do this work only by means of scholastic evasions. Protestant theology has honestly faced the problem since Schleiermacher. Sin is selfishness, "a wrong assertion of the lower self, while virtue is the fulfilment of the better and higher." At